



Accessibility Policy and Plan

Accessibility Policy and Plan	
Title	Accessibility Policy and Plan
Date	January 2023
Supersedes	March 2019
Purpose of the policy	
Related policies/guidance	Equality and Diversity Information and Objectives Policy SEND Policy SEND Information Report Anti Bullying Policy
Review	November 2026
Author	Sarah Day and Penny Coe
Date Consultation Completed	February 2023
Date adopted by	15th February 2023

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the



Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

Contents:

1. Aims
2. Legislation and guidance
3. Action Plan
4. Monitoring arrangements
5. Links with other policies

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.



Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

- This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: Increase the extent to which pupils with disabilities can participate in the curriculum			
Short term objectives	Actions	Person responsible	Timescale
The PE curriculum includes opportunities to participate in disability friendly sports	Review PE curriculum to include disability sports	Lead Practitioner	July 2023
Staff know how to use person-centered planning tools to promote access to the curriculum	Provide CPD and guidance for staff on how to use tools Monitor use of tools and the impact	SENCO team	September 2023
Staff have a good understanding of a range of disability issues which may impact on access to the curriculum	Evaluate priorities for CPD Create CPD schedule Monitor the impact of CPD	Quality of Education Team	July 2023

Aim 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided			
Short term objectives	Actions	Person responsible	Timescale
Staff are aware of the access needs of	Ensure that relevant school staff are aware of access	SENCO team and Business team	On-going



disabled children, staff, Trustees and parents/ carers	issues Ensure that PEEP for staff and students are shared with relevant members of staff		
To create a communication friendly environment	Carry out audit of environment Create action plan Implement changes Monitor and review changes	SENCO Team	January 2024
Learners with hearing impairments are able to access all learning environments	Research options and cost implications for installing appropriate equipment to support learners with hearing impairments	SENCO team and Business team	September 2025
The physical environment supports learners with sensory needs	Carry out a sensory audit of the environment Create an action plan for improvement Implement changes and review impact	SENCO team and Business Team	January 2024
All students have full access to science and food technology equipment (at LKS)	Research options and cost implications for installing rise and fall sinks for use in Science and food technology	SENCO team and Business team	September 2025
Pupils with physical disabilities are able to move through external and	Research options and cost implications for installing power assisted doors to be	SENCO team and Business team	September 2025



internal doors at the LKS with ease	installed at the Leo Kelly School		
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Aim 3: Improve the availability of accessible information to pupils with disabilities			
Short term objectives	Actions	Person responsible	Timescale
Visual symbols are used effectively to support communication, participation and independence.	Audit the use of visual symbols Create action plan Create guidance and deliver CPD on use of symbols Monitor impact of use and make changes where necessary	SENCO team	January 2024
Key policies are written in a communication friendly format which supports all learners to access them.	Identify which policies should be adapted for pupils with communication needs	SENCO team	July 2025

4. Monitoring arrangements

This document will be reviewed by the designated members of staff for Equality and Diversity, the Head Teacher and the governing body at least every 3 years.

This document will be approved by the governing body and the head teacher.

4. Links with other policies

Equality and Diversity Information and Objectives Policies



SEND Policy

SEND Information Report

Anti Bullying Policy

